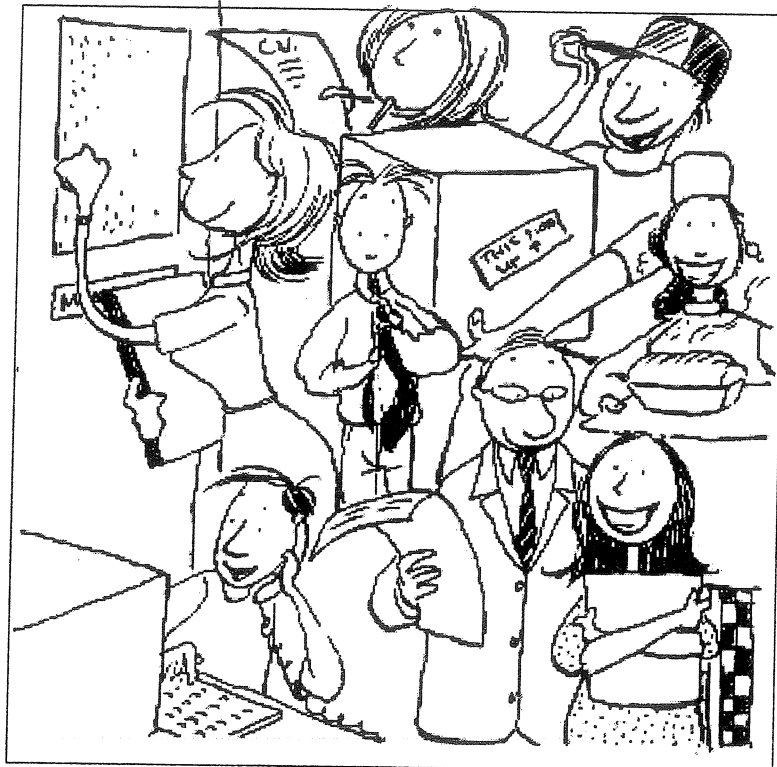


# Module 3

## Planning for a Working Life



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# Board of Studies Syllabus Links

## Links to Work Education, Work Studies CEC and Work and the Community Life Skills course

WORK EDUCATION Stage 5		WORK STUDIES CEC Stage 6		WORK AND THE COMMUNITY LIFE SKILLS COURSE Stage 6
Core 2	Planning for a Working Life: an Introduction	Core 1	Work and Change	Module 2 Planning for Participation in Workplace and Community-Based Learning
Elective 3	The Individual in the Workplace	Core 2	Experiencing Work	
Elective 4	Contemporary Workplace Issues	Module 1	Career Planning	Module 3 Developing a Portfolio in Preparation for Employment
Elective 6	Planning for a Working Life	Module 2	Job Seeking and Interviews	Module 4 Introduction to Workplace and Community-Based Learning
Elective 7	Employment and You			Module 5 Dealing with Workplace and Community-Based Learning Environment Issues

## Links to Industry Curriculum Framework Courses

This module may be used to support the delivery of Stage 6 Industry Curriculum Framework courses. Teachers should use their professional judgement to determine the relevance of the materials to the units of competency being delivered. The materials should be placed in an industry-specific context.





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# 3.1 Planning

## Why Plan?

Sometimes people find work without careful planning. Their first experience at work may simply be the result of their current situation.

Here are some ways in which people get their first job without planning a career path:

- They work in a family business.
- They take a job because it is available and they want to work no matter what the job is.
- They see a 'Help Wanted' sign in a window.
- A family friend or relative offers them a job.

## Advantages of Planning

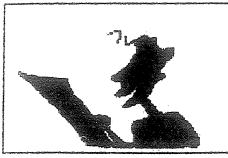
A lot can be gained by spending time and effort in planning a career path. Some of the advantages are:

- increased chance of getting work
- work will be linked to your interests
- better prospects of a higher-paying job
- increased sense of achievement
- greater job satisfaction
- less likely to be unhappy at work
- greater interest in seeking employment and a career.

## What Might I Need to Plan?

When making career plans, it is important to make decisions about:

- the sort of work you want to do
- the sort of place in which you might want to work
- whether you might want to do any training after leaving school
- the type of training you might do.



## Planning

1) What is a career path?

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2) List the advantages of using planning to select a career path. Make sure you use your own words. The first one has been done.

a) You are more likely to find a job.

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

f) \_\_\_\_\_

g) \_\_\_\_\_

3) What is the difference between getting a job and planning a career path?

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## 3.2 Personal Profile

### Getting to Know Yourself

Selecting a career path is one of life's major decisions. It requires a lot of thought and planning.

The first step is to look closely at yourself. Consider what type of person you are — your interests and skills. A career path which is right for one person may be a disaster for someone else.

So, what do you need to know about yourself to help you make a good vocational choice? Understanding your strengths and abilities is a good start. You could look at areas such as:

- aptitude
- skills
- personality
- independence
- interests
- needs.



### Aptitude

Aptitude is how easily and quickly you pick up a new activity. Some careers need talents that not all people have. Artists, musicians, mathematicians and car mechanics are just a few people who need an aptitude for their work to be successful.

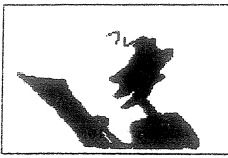
First, think of the activities you like to do. What do you do well and what have you learnt easily? This might give you a clue about work areas that you haven't tried yet. Do you find it easy to work with your hands, talk to people, be creative with fabric or paint?

You should also think about your physical characteristics. If you prefer to spend your time reading rather than playing sport, you might not enjoy physically demanding work. You may be better suited to a career in an office.

### Skills

A skill is something you have learned to do well. You will already have lots of skills. Many skills can be used in a work environment. Any tasks that you can already do to a reasonable standard could help you to get a job. For example, if you have good telephone skills, this could help you to get work in a business that has lots of telephone calls. If you have learnt to rotate stock by its use-by date at work experience, this could help you to get a job in retail.

**Employers are interested in knowing which skills you can bring to their organisation. Before looking for work, you should think about which skills you already have that could help you to get work.**



## Personal Profile – Aptitude and Skills

### What Are You Good At?

In the boxes provided, tick any activity that you think you are good at.

#### Social Activities

I'm good at :

- ☐ getting along with others
- ☐ helping others
- ☐ being patient
- ☐ working without supervision
- ☐ working with animals
- ☐ listening
- ☐ organising others
- ☐ being part of a team
- ☐ working to a routine
- ☐ acting in an emergency.

#### Physical Activities

I'm good at:

- ☐ standing for long periods
- ☐ walking long distances
- ☐ running
- ☐ lifting heavy objects
- ☐ climbing and being up high
- ☐ seeing things clearly
- ☐ knowing colours
- ☐ hearing things clearly
- ☐ putting up with heat and cold
- ☐ sport and physical education.

What other things are you good at?

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### **Academic Activities**

I'm good at:

- ☐ reading
- ☐ listening and understanding
- ☐ writing assignments
- ☐ getting sums correct
- ☐ spelling
- ☐ speaking another language
- ☐ remembering things
- ☐ speaking to groups
- ☐ concentrating
- ☐ solving problems.

### **Manual Activities**

I'm good at:

- ☐ working with wood/metal
- ☐ gardening/lawnmowing
- ☐ cooking
- ☐ fixing machines
- ☐ operating machines
- ☐ working with cloth
- ☐ working with fibreglass
- ☐ using hand tools
- ☐ housework
- ☐ embroidery/craft.

### **Creative Activities**

I'm good at:

- ☐ drawing and painting
- ☐ writing stories/songs/poems
- ☐ pottery
- ☐ presenting food
- ☐ photography
- ☐ singing and/or acting
- ☐ designing things
- ☐ lettering
- ☐ keeping neat books
- ☐ playing a musical instrument.

## Personal Qualities

Your personal qualities have a lot to do with the sort of job in which you will feel comfortable. Every job calls for more of some personal qualities and less of others. Think about how you deal with people and situations, the way you take in information and make decisions, and the type of environment you are most comfortable in. These things make up the personal qualities that you should think about when considering different types of work.

Examples of personal qualities might be:

- getting on well with people
- enjoying being by yourself
- being patient
- liking a routine
- needing time to think before speaking
- being well organised.

Sometimes other people can see our personal qualities more clearly than we can. Ask your friends, family members and teachers what they think your qualities are. The more qualities you identify, the easier it will be to see which type of work area may suit you.







## Personal Profile — Personal Qualities

### My Personal Qualities

The table below describes some personal qualities. Some are desirable; others are less desirable. Tick the box that best describes how often you display each quality (always, usually, sometimes or never). Have a friend give you a second opinion on your selection.

Personal Quality	Always	Usually	Sometimes	Never
Reliable				
Independent				
Will act without thinking first				
Positive				
Ambitious				
Conscientious				
Practical				
Creative				
Kind				
Competitive				
Orderly				
Modest				
Curious				
Sensitive				
Generous				
Energetic				
Precise and accurate				
Reserved				
Concerned about others				
Takes risks				
Cautious				
Persistent				
Daydreamer/Dreamer				
Polite and considerate				
Well organised				

## Independence

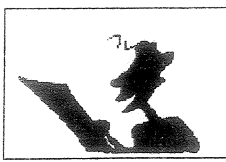
It is also important to think about the level of independence you feel comfortable with at work.

You might work best with someone close by to keep an eye on your work. Perhaps you feel able to make decisions on your own. You might even eventually feel that you could supervise someone else.

Some people like to work alongside others, where responsibility is shared and they can work as part of a team, like a sales assistant in a retail store or a kitchenhand in a large kitchen. In these cases, your work depends upon what the others are doing, and they depend on you. Do you enjoy team sports or working on projects as part of a group? If so, perhaps teamwork would suit you.

In other jobs, you may be left alone to do your work without regular contact with other people. An example of a job where you might work alone would be as a room attendant in a hotel or motel.

Remember that if you work independently there may be no one nearby to help you with any problems that may arise. You will also have to push yourself to work as quickly and carefully as you can.



## Personal Profile – Independence

### Working Alone and with Others

1) Write a definition for 'responsibility'. \_\_\_\_\_

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2) Describe in your own words what 'working independently' means.

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3) What could be the advantages of working near other people?

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4) List some ways in which you can keep yourself working on a task when there is no one else to support you.

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## Interests

The activities you enjoy at school and in your spare time may indicate the type of work that will interest you. Unless you are interested in what you are doing at work, you will find it difficult to stay motivated over a long period of time. Motivation is having the interest, and will, to start and finish something.

Even though you enjoy a particular hobby, it may be best to keep it as a hobby. Sometimes your current level of skill in an interest or hobby may not be good enough to provide you with paid work in this area.

Remember, too, that some of your favourite activities might be things you like to do occasionally, or for short periods. At work, you may have to do an activity for seven or eight hours a day. So, while you might really enjoy gardening at home, you might not like to work full-time as a gardener.



### Case Study 1 – Petra

Petra enjoys drawing and is good at it. During a career lesson where they were talking about the types of hobbies that might turn into jobs, Petra suddenly wondered whether she could get a job drawing cartoons. Hadn't everyone told her how good they were? Mrs Jenkins had asked her to draw some pictures for a new social skills program the school was developing for younger students. Later, Mr Green, the careers advisor, talked to Petra about how she might get paid work in this area.

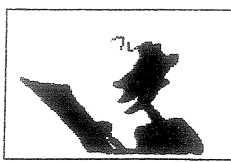
After finishing Year 12 and a TAFE course, Petra got paid work as a graphic artist.

### Case Study 2 – Jamie

Jamie really enjoys, and is quite good at, drawing. He had talked to his careers advisor about getting work as a graphic artist or similar. His art teacher, though, didn't consider that his art skills were developed enough for him to be taken on as a trainee graphic artist. So his careers advisor suggested that he look for opportunities to build on his skills, such as doing posters for any groups that he belonged to. He could also volunteer to create posters when friends and family needed to advertise something for sale or a special event. Jamie could also enrol in a TAFE or community college course to build his skills.



In the meantime, Jamie decided to develop interests and skills in other areas where he might get work. By the end of Year 12, he had found that he quite liked working with food. This work area also gave him an opportunity to use his creative skills in presentation and decoration. Jamie is now in much demand to produce posters for family and friends. Last week he did one for a neighbour having a garage sale. Sometimes he designs promotional materials for the local community radio station.



## Personal Profile – Interests

### A. Case Study Questions

Look at the case studies of Petra and Jamie, then answer these questions.

1) What career area was Petra interested in? \_\_\_\_\_

2) What career area was Jamie interested in? \_\_\_\_\_

3) How did Petra use her interest to help her choose a career?

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4) How is Jamie's situation different from Petra's?

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### B. Personal Interests

For each activity, tick a box to show your level of interest. Some activities may already be interests or hobbies of yours. Others might appeal to you as something you'd like to try.

Activity	High Interest	Some Interest	No Interest
Repairing machines, cars etc			
Using computers and technology			
Photography			
Community or volunteer work			
Following politics or current issues			
Collecting items, eg cards, stamps, coins			

Activity	High Interest	Some Interest	No Interest
Outdoor activities, eg bushwalking, horse-riding			
Reading books			
Playing a musical instrument			
Having friends over			
Model-making, eg cars, boats, planes			
Adventurous activities, eg skydiving, abseiling			
Astronomy (studying space)			
Movies and theatre			
Social gatherings and parties			
Leading groups			
Board games like Monopoly and Cluedo			
Building things			
Gardening			
Drawing or painting			
Buying and selling things			
Driving, cars, motorcycles, boats etc			
Complex sports like sailing, gliding			
Writing stories, poems, songs			
Meeting people			
Helping people			
Appreciating music			
Cooking			
Doing your hair and make-up, or a friend's			
Looking after small children			
Caring for animals			
Growing things			
Learning facts and figures			

**Use this space to write other personal interests not listed.**

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## Needs

Think about the *working conditions* you would like in a job.

- Do you like contact with other people?
- Would you like a permanent job with regular hours or would you prefer the flexibility of casual work?
- Would you like to progress to a more responsible, better-paid job?

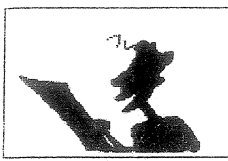
Your choice of career may affect your needs in other areas of your life. It can determine your level of education and training, rates of pay, chances of promotion, job location, hours and conditions of work.

Think carefully about the following:

- How much you earn will decide what kind of lifestyle you can afford.
- Some work may provide a better chance of training and promotion.
- Your job may affect where you live. For example, fishing workers need to live near the sea. Travelling sales people may be expected to work in country areas and be away from home regularly.
- Hours of work have a big effect on a worker's social, sporting and family life. Jobs in the hospitality, leisure and tourism industries, or occupations such as cleaners and shop assistants, may not be suitable if you like regular hours and free weekends.
- Working conditions can also play a part in forming your lifestyle — a worker on an oil rig or fishing boat is likely to have a different lifestyle from a hairdresser or office worker.
- Being your own boss appeals to many people. This may mean long and irregular hours, and unreliable income.

Remember, the choices you make when choosing work may affect your future lifestyle — where you live, your clothes and other possessions, and your social, sporting and leisure activities.

It is important to find a balance between your lifestyle plans and your career choice. Remember, you may not be able to have all your needs met in the one job!



## Personal Profile – Needs

### A. Working Conditions

Read each group of working conditions carefully. For each group, tick the box next to the condition you would prefer.

#### Indoors or Outdoors

- ☐ I would prefer to work *indoors* most of the time.
- ☐ I would prefer to work *outdoors* most of the time.

#### One Place or Travel

- ☐ I would prefer to work in *one place* most of the time.
- ☐ I would prefer to *travel* from place to place.

#### Alone or with Others

- ☐ I would prefer to work *by myself* most of the time.
- ☐ I would prefer to work *with other workers* most of the time.

#### People, Things or Ideas

- ☐ I would prefer to work with *people* (e.g. aged care assistant).
- ☐ I would prefer to work with *things* (e.g. factory hand or supermarket shelf filler).
- ☐ I would prefer to work with *ideas or information* (e.g. mail clerk or graphic designer).

#### Moving around or Sitting Still

- ☐ I would prefer to *move around* while I'm working.
- ☐ I would prefer to *sit in the one place* while I'm working.

#### Busy or Quiet Place

- ☐ I would prefer to work in a *busy* place.
- ☐ I would prefer to work in a *quiet* place.

#### Uniform, Dressy Clothes or Casual Clothes

- ☐ I would prefer to wear a *uniform* to work.
- ☐ I would prefer to wear *dressy clothes* to work.
- ☐ I would prefer to wear *casual clothes* to work.



### Same Tasks or Different Tasks

- ☐ I would prefer to have *regular tasks* to do each day.
- ☐ I would prefer to do *some different tasks* each day.

### Unskilled, Semi-skilled or Skilled Work

- ☐ I would prefer to do *unskilled* work (little or no special training required).
- ☐ I would prefer to do *semi-skilled* work (some special training required).
- ☐ I would prefer to do *skilled* work (2–4 year training program, usually part-time, while working).

### Supervised or Unsupervised

- ☐ I would prefer to work closely *with my supervisor*.
- ☐ I would prefer to work *more independently*, asking for assistance when needed.

## B. Identifying Your Work Values

1) For each work value listed, tick a box to show its importance in selecting a career.

Work Values	Very Important	Not Very Important	Not Sure
Having a job in line with my interests			
Doing a job I can learn quickly			
Having enough money to buy essential things			
Feeling that my job is very important			
Having a clean and tidy place to work			
Having the chance to use my skills and abilities			
Being able to work on my own			
Having enough money to buy everything I want			
Being able to choose my own hours			
Having responsibility, supervising other people			
Working with interesting people			
Having the chance of promotion			
Being looked up to by others because of my job			
Being able to do a lot of different things			
Having a job that is secure			
Working as part of a team			
Having enough leisure time to pursue my own interests			
Working to a set routine			
Having a job that would make me famous			

2) Which work values did you rate as most important?

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3) Look at the work values you said were important. Divide them into 'lifestyle' and 'career' choices. (For example, 'Having enough money to buy everything I want' is a lifestyle choice, while 'Supervising other people' is a career choice.)

Lifestyle	Career

4) Look back at the working conditions you prefer (Activity A). Consider them together with the values you think are important. Now think of two jobs that could meet these needs. Then say how you think each job could do this.

Job 1: \_\_\_\_\_

will meet my needs by: \_\_\_\_\_

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Job 2: \_\_\_\_\_

will meet my needs by: \_\_\_\_\_

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## C. Career Matching

Now it is time to see how personal qualities, interests and needs can point someone in the direction of a certain career. The table below lists some entry-level jobs as well as some personal qualities, interests and needs.

**In the space beside each entry-level job, place the number of the quality, interest or need that you believe would suit that particular position.**

(For example, a clerical assistant job might suit someone who is reliable and orderly, and who needs to work 9 am – 5 pm; this means you would write the numbers 3, 4 and 12 next to 'Clerical assistant'.)

Entry-level Job	Personal Qualities, Interests and Needs
Clerical assistant	1. Energetic
Builder's/ Brickie's labourer	2. Kind
Sandwich hand	3. Reliable
Nurse's aide	4. Orderly
Landscaper's assistant	5. Meeting people
Assistant chef	6. Building things
Mail-room clerk	7. Gardening
Library assistant	8. Concerned for others
Bar attendant	9. Outdoor work
Room attendant	10. Work with others
Sales assistant	11. Wear a uniform
Cashier	12. 9–5 job
Vehicle detailer	13. Entertaining friends
Waiter	14. Independent
Carpentry apprentice	15. Work in different locations

## 3.3 Research

### Finding Out about What Jobs Are Available

There is probably more than one occupation which would suit your needs, interests and aptitudes. You need to find out what is available and what type of educational qualifications and training is necessary to get into each type of occupation.

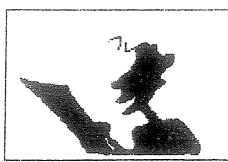
Often there are different types of jobs within the same industry that have different qualification requirements. For example, to be a mechanic you need to do an apprenticeship, but to be a tyre fitter, the training is on the job.

Here are some ways to find out about different occupations.

1. Talk to your teacher or careers advisor at school.
2. Collect information, e.g. leaflets, newspapers, career articles, job vacancies and TAFE handbooks.
3. Search on the Internet.
4. Telephone or write to companies for information on the types of jobs they offer.
5. Talk to your parents, family and friends about what they do at work.
6. Go to school careers markets, open days at TAFE, and information days.
7. Talk to the staff, or use the computers, at your local Centrelink office.
8. Borrow videos from school/local library on different careers.
9. Visit the Careers Reference Centre.
10. Use work experience to get first-hand information.
11. Talk to unions and employer organisations for information on their industry area.
12. Contact Industry Training Advisory Boards (ITABs) for advice on education and training requirements and the standard of skills you will need for a particular industry.



When choosing a work area it is important to talk to a number of different people and to get plenty of information so that you get a balanced view. You should find out about the work tasks you would do, the work conditions, and the advantages and disadvantages of the job and/or industry.



## Research

### Job Investigation

The job I choose to investigate is: \_\_\_\_\_

I believe that this job will meet the following needs that I have identified:

\_\_\_\_\_

\_\_\_\_\_

### Features of the Job

Tick the appropriate box for each feature.

- 1) My work would be located:  
☐ indoors      ☐ outdoors
- 2) I would be working:  
☐ by myself      ☐ as part of a team      ☐ around others
- 3) I would be working on:  
☐ various tasks      ☐ mainly the one task
- 4) My working hours would be:  
☐ shiftwork      ☐ standard hours      ☐ flexible
- 5) My place of work would be:  
☐ clean      ☐ noisy      ☐ quiet      ☐ smelly      ☐ dirty      ☐ busy
- 6) My level of responsibility may mean that I am:  
☐ closely supervised      ☐ mostly unsupervised      ☐ supervising others
- 7) Type of organisation:  
☐ private company      ☐ government department      ☐ self-employed  
☐ Other \_\_\_\_\_
- 8) The job would require:  
☐ minimal training      ☐ some training      ☐ a full training program
- 9) I would need to dress in:  
☐ a uniform      ☐ casual clothing      ☐ businesswear/suit
- 10) The job would require me to work in:  
☐ the city      ☐ the local area      ☐ various locations      ☐ the country

## 3.4 Choosing a Work Area

Now that you have thought carefully about your abilities and interests, there are two things to keep in mind when choosing an area to work in.

1. Be *realistic* in your work choice.
2. Create a *group* of work areas in which you are interested in working.

The best way to find work is to think about work categories (or groups of work areas) that interest you. If you only select one or two specific jobs, your chance of getting work may be very small.

### Using Your Personal Profile and Research to Choose a Work Area

By now you will have given some thought to your likes, dislikes and strengths, and the type of lifestyle you would like to lead. This information can be called your *personal profile*. You will also have researched various work areas.

How do you use this information to help you choose a work area?

### Work Interest Areas

Read each of the following work interest areas, remembering what you have found out about your interests and what you have found out from your research.

#### Artistic, Musical and Creative

This area doesn't only mean being able to paint, sculpt or make crafts. You may have an interest and ability in music, drama, writing, fashion or the media. You may be creative in a more general way — that is, you are able to think of different ways to look at or solve a problem. This type of work may involve designing or creating artistic objects or even selecting artistic objects for sale. Positions in this area include screenprinter's assistant, window display merchandiser and graphic artist.

#### Organisational

You might be interested in taking care of in-going and out-going mail, typing, greeting visitors, filing, answering telephones, or organising, checking and recording information accurately. These types of positions are usually known as office or clerical positions. At higher levels, you might plan, organise and supervise office activities, company programs and other workers. Clerical workers do not necessarily sit at a desk all day; from time to time, they may work away from the office. They may also deal regularly with clients and other staff. Positions in this interest area include mail-room clerk, clerical assistant, data entry operator and office assistant.

## Helping and Community Service

You could be the kind of person who is interested in helping or teaching people. You could be involved in community welfare, education, health care, protective or information services. Positions in this interest area include child-care assistant, assistant in nursing, wardsperson and aged care assistant.



## Outdoor

You might like to work out in the open and move about, perhaps returning to a central location such as a depot, office or station. Some of the industries offering outdoor work are building and construction, agriculture, mining and transport. Many so-called 'indoor' jobs may also involve some outdoor work, for example floor tiling. Positions in this interest area include brickie's labourer, concrete pouring assistant, landscaper's labourer, greenkeeper and lawnmowing service worker.

## Practical and Manual

You might enjoy the kind of work which involves using your hands or operating tools to prepare, make or repair machinery. You may prefer more practical tasks where precision and accuracy are often important. Positions in this interest area include car wrecker's assistant, demolition assistant, edge bander (making kitchen/bathroom cupboards), towbar fitter, small engines mechanic and plumber's mate.

## Influencing and Personal Contact

People who work in this interest area would usually find it easy to communicate with people. Customer service is the focus of these industries. Positions in this interest area include parcel pick-up attendant, checkout operator and sales assistant.



## Hospitality and Tourism

Tourism deals mainly with travel, both local and overseas. Hospitality provides food and beverage and accommodation to both visitors and local residents. It includes hotels, motels, resorts, restaurants, clubs and casinos. Positions in this interest area include kitchen hand, apprentice chef, room attendant and salad bar attendant.

## Customer Service

This interest area usually involves serving the needs of customers. Positions in this interest area include hairdresser, storeperson and vehicle detailer.



## Choosing a Work Area

### Occupational Types: Where Do I Fit In?

1) Colour over each work interest area to show your level of interest.

- If you have no interest, colour the box yellow.
- If you have some interest, colour the box blue.
- If you are very interested, colour the box red.

<b>ARTISTIC</b>	<b>ORGANISATIONAL</b>
<b>HELPING &amp; COMMUNITY SERVICE</b>	<b>OUTDOOR</b>
<b>PRACTICAL &amp; MANUAL</b>	<b>INFLUENCING &amp; PERSONAL CONTACT</b>
<b>HOSPITALITY &amp; TOURISM</b>	<b>CUSTOMER SERVICE</b>

2) Select two areas that you are very interested in. For each area, list three possible jobs or workplaces that might suit you.

(For example, area — artistic: 1) photography business; 2) graphic design business; 3) art gallery or museum.

Area:

1)

2)

3)

Area:

1)

2)

3)



## 3.5 Personal Plan

Once you have identified suitable work areas, you should look at them closely before you make any decisions. Be sure of the educational qualifications that are required and decide if they are achievable.

You may now need to repeat some of the steps you took in researching work areas, but with more specific jobs in mind.

### The Decision-making Process

#### 1. Collect Information

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Make sure you gather enough information to give you a balanced view of all of the areas you are interested in. That means you know the good points and the not-so-good points.

#### 2. Visit the Industry

---

Have a look at the work first-hand. You can do this through your school's workplace learning program or you could do an industry visit through your school careers program. You might also phone or write to a business and ask if you could visit to see a specific job in operation during your school holidays.

#### 3. Collect More Information if Needed

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You may need to collect further information then 'have a look' many times before you find a work area that you are certain will suit you and you are happy with.

#### 4. Focus on Jobs in That Industry

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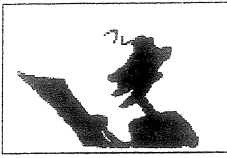
##### Example – Hospitality

Do you want to work:

- with food, e.g. in a commercial kitchen
- directly with people, e.g. table-waiting in a restaurant or in a receptionist-type position
- away from people and food, e.g. room attending?

You will need to go through the decision-making process many times before you make your final decision.

**Making a decision about the type of work you want becomes your *goal*. You still have plenty of work to do to reach that goal — employment in that area!**



## Personal Plan

### Job Information

Work area: \_\_\_\_\_

Positions available in this area:

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My specific area of interest (if known):

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---

Tasks required in this job (or general area if specific area is not yet known):

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Training required for this type of job:

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List the places that you have collected information from:

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## Work sites visited

Company 1: \_\_\_\_\_

Date: \_\_\_\_\_

Company 2: \_\_\_\_\_

Date: \_\_\_\_\_

## Work experience

Name of company: \_\_\_\_\_

Period of stay: \_\_\_\_\_

Hours/day: \_\_\_\_\_

Tasks observed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Tasks done: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Summary (your opinion of this work area):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Is there anything else you need to find out about this job or work area?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# How to Develop a Plan to Achieve Your Goals

**A goal is something you would like to achieve.** You will have more chance of achieving your goal if you take some time to plan.

A plan lists the important steps that have to be done to achieve a goal. These steps show you the way to go and allow you to work out how far you have come and how far you still have to go.

For example, your plan for the goal of finding a job may look something like this:

Steps	When?	Resources needed
1. Do a personal profile to find my strengths, skills and aptitudes	Now	Myself, family and friends
2. Research work areas	While still at school	Me, teachers, friends, business, library, Centrelink, videos, newspapers etc
3. Make a decision about broad work area/s	Years 9–12	Personal profile, information gathered on work areas
4. Make a decision within a work area	Years 9–12	Work experience, industry visits, people in the industry
5. Complete required schooling	Year 10 / Year 12	School Certificate or HSC
6. Complete required industry training off the job	Years 11 & 12	TAFE, school, private provider etc
7. Apply for a job (perhaps with help)	When off-the-job training is finished	Centrelink, ads etc
8. Complete required industry training on the job	While on the job	Employer, TAFE, private providers
9. Apply for promotion, or another job at a higher level	When skills are ready	Ads, further training, internal vacancies etc

In planning these key steps, ask yourself:

- **What** has to be done?
- **Who** has to do it?
- **When** does it have to be done?
- **What resources** are needed?

If you wish to gain access to a vocational training course through school or JSSTAFE, you should have completed the first five steps before the end of Year 10 or, at the latest, Year 11. This will require lots of effort on your part to make sure that you are ready.



## Personal Plan

### A. Steps Towards Course Entry

List the steps you need to take before entering an accredited vocational training course while you are still at school.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

What step are you up to at the moment? \_\_\_\_\_

What do you need to do next? \_\_\_\_\_

### B. Case Studies – Goal-setting

- 1) Samar is in Year 10 and intends to leave school at the end of the year. She plans to enrol in a child-care course at TAFE, but has had no real experience of being a child-care worker. Samar thinks this is what she would like to do because babies and little kids are cute. What should Samar do before deciding on training in this area?

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Write three or four goals that Samar should work towards.

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- 2) Shannon is in Year 11 and wants to finish Year 12 to receive his HSC. He would like to work for a major hotel chain once he leaves school. Shannon would like to do a course in hospitality. He is not quite sure what specific area he would like to get into. The two jobs he is considering at present are chef and front-office work. He has made several work-site visits and has done a week of work experience in the kitchen of a major city hotel. What should Shannon do to help him decide which path to choose?

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Write three or four goals for Shannon to achieve before he leaves school.

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## Individual Planning

Your school will help you develop a plan to achieve your goals in many areas of your life. Planning is the key to your transition from school to adult life.

# Planning

**is the way to get to where you want to be!**

One important area in transition planning is vocational education and training (VET).

A meeting will be held where you can start to plan the steps needed to select and get into your chosen area of work or further study once you leave school. At the meeting you will have school staff, your parent or caregiver, yourself and any other person that can provide help and guidance.

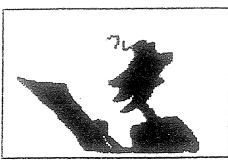
Your plan will be reviewed regularly to:

- keep a check on how you are working toward your long-term goals
- see if changes are necessary.



### Things to Know about Your Planning Meeting

1. You are the most important person at the meeting.
2. It will help you to plan for the future.
3. Planning is a process of selecting goals, working towards them, seeing if you have achieved them and planning the next goal.
4. The goals for the plan are chosen with you.
5. Everything in the plan should be agreed to by you.



## The Planning Process in Action

1) What is the purpose of individual planning?

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2) Who is the most important person at a planning meeting? \_\_\_\_\_

3) What was the date of your last planning meeting? \_\_\_\_\_

4) Who attended your meeting? \_\_\_\_\_

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5) What are you currently doing to achieve the goals decided on at the meeting?

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6) What do you need to do next? \_\_\_\_\_

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7) Do you need any help at the moment? If yes, what kind of help?

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## Realistic Goal-setting

You have looked at your strengths, aptitude and skills, and how to make a decision about choosing a work area. You have also looked at how to plan to achieve your goals.

It is important to look at the goals themselves. Are they realistic?

### Why your goals could be unrealistic:

- You haven't done enough research on the necessary skills.
- Your aptitude for the job is not high.
- The physical demands of the job may be too difficult.
- The level of tasks may be beyond your capabilities.
- The level of study required may be unreachable.
- Personal qualities may make it difficult to work in certain areas.
- Personal beliefs or religion may stop you from choosing certain work areas.

These are just some of the things that may make your goals unrealistic. This is why careful, well informed planning and decision-making is so important.





# Personal Plan

## Setting Realistic Goals

Review the work you have done on choosing a work area and personal planning. Look again at your skills, interests and personal qualities.

Now consider the jobs you selected to research and check whether you have been realistic.

### 1) Checklist

Will I be able to achieve the level of study required? Yes / No

Have I been realistic in selecting the work environment I want? Yes / No

Will I be able to make decisions and be responsible for the work of others? Yes / No

Have I looked into all areas of this job thoroughly? Yes / No

Are my personal qualities suited to the area I have chosen? Yes / No

Can I take the physical demands of this job? Yes / No

Do any aspects of this job conflict with my personal or religious beliefs? Yes / No

### 2) Review

For each job or work area that you researched or showed interest in, complete the following.

Area 1: \_\_\_\_\_ Area 2: \_\_\_\_\_ Area 3: \_\_\_\_\_

Have I been realistic?

☐ Definitely

☐ Mostly

☐ No – need to reconsider

Have I been realistic?

☐ Definitely

☐ Mostly

☐ No – need to reconsider

Have I been realistic?

☐ Definitely

☐ Mostly

☐ No – need to reconsider

## 3.6 Workplace Learning

### Links between Preparatory Activities and Work

While you are working towards a vocational goal for when you leave school, your school program will be preparing you to go out to work experience or work placement.

It takes more to be ready for the world of work than just turning up on the first day. You will do a lot of talking about the world of work, what it involves, what the different industry areas are, employer expectations, safety issues etc, to name just a few.

### In-school Work Experience

You may also be involved in some in-school work experience, such as in the school canteen or library, or with the general assistant. These programs help you to practise work skills while you remain in the school environment.

You may not wish to work, for example, in a library when you leave school. But you can learn many valuable skills that will prepare you for work experience or work placement. You may need help with some skills such as following directions, being on time or getting on with your co-workers. These are just some of the skills you may need to learn and practise through in-school work experience.





# Workplace Learning

## Are You Ready for Work?

Use the following checklist to assess your generic work and social skills.

	Always	Usually	Sometimes	Never
Attend regularly				
Punctual				
Ring if sick or late				
Dress appropriately				
Clean, neat and tidy				
Work cooperatively with others				
Work without unnecessary stops				
Ask for help				
Accept help when necessary				
Understand instructions				
Remember instructions / work skills				
Accept criticism				
Care for work materials and equipment				
Safety conscious				
Show appropriate levels of initiative				
Ask for more work when finished				
Start work quickly after a break or interruption				
Meet production standards				
Recognise and correct errors				
Do not distract other workers				
Get on with co-workers				
Ask before borrowing tools or equipment				
Help others only when appropriate				
Not easily distracted by others				
Cope with things not going right				

# Types of Workplace Learning

Workplace learning is a way of finding out about different types of work by being part of the working world.

Workplace learning can include:

- visits to industry
- work experience
- work placement.

## Visits to Industry

One way of seeing what happens in an industry is to go and visit a business or company that operates in that industry. Your teacher may organise this as an excursion for a group of students, or it may be up to you to contact a business and ask to visit.

Visiting a work site when it is operating gives you a good idea of the different types of jobs available. You may be able to talk to some of the employees and ask them questions.

## Work Experience

Work experience:

- can involve students aged 14 and over
- provides a general idea of what a job or industry is about
- provides a general report about your progress at the work site
- can be part of your general school program or part of a specific course.



Sometimes you may need help to learn the skills of the job or more generic work skills (such as completing a task before starting another).

## Work Placement

Work placement:

- involves Year 11 and/or Year 12 students doing an accredited VET course as part of their Higher School Certificate. An example would be the Retail Operations course
- provides a planned program of industry-accredited skill development

- involves talking to the employer about what you will learn
- involves learning at school and at a work placement
- reports industry-recognised skills in which you are competent (in a competency record document).

## Benefits of Workplace Learning

By being involved in workplace learning, you will:

- get to know about work-related issues by seeing them in the workplace
- find out how to get into the workforce when the right time comes
- work out whether you have the skills, aptitude and interest in the chosen work area
- experience many different industries and work sites
- improve your social and communication skills in an adult environment
- improve your self-esteem and confidence
- understand the importance of equal opportunity in the workplace.

## Models of Workplace Learning

When you go, and for how long, will depend on a number of things, such as:

- the type of workplace learning program you are involved in
- your individual needs
- the needs of the employers
- the way your school is organised.

There are two types of workplace learning:

1. **Day release**, where you spend part of your week at the workplace for a period of several weeks, a term or even longer.
2. **Block release**, where you spend time in the workplace instead of school for a set period of time, usually one or two weeks.



# Workplace Learning

## Review

1) Unscramble the words in the box. Place them in the table below as headings.

KWRO

MTNPCLCAEE

TISIVS OT RYTNIUSD

RKOW XNIPECEREE

2) Now put this information under the correct headings. There are two points under each heading.

- Takes you on an excursion to a business or company.
- Can involve students 14 years and over.
- Is for students doing an accredited course.
- Gives an idea of what types of jobs are available.
- Provides a general idea of what a job/industry is like.
- Applies the industry skills learnt at school or TAFE in the workplace.

V _____ T _____ I _____	W _____ E _____	W _____ P _____
• _____ _____ _____	• _____ _____ _____	• _____ _____ _____
• _____ _____ _____	• _____ _____ _____	• _____ _____ _____

3) Now repeat steps 1) and 2) for the following table.

ELMODS	BFTEINES
--------	----------

- Helps you to work out whether you have skills, aptitude and interest in a work area.
- Day release — a program where you can spend part of each week at the workplace.
- Improves self-esteem and confidence.
- Block release — a program where you spend a block of time in the workplace instead of school.

M _____	B _____
* _____	* _____
_____	_____
_____	_____
* _____	* _____
_____	_____
_____	_____



# Getting Ready for Workplace Learning

The working world is very different from school. It is an adult world. The employer, your co-workers and the general public (customers or those you meet during your day) will expect you to behave like an adult. This means that the way you act, dress, talk and relate to others will need to be acceptable to the other adults around you.

## Acceptable Behaviour

Different workplaces have different expectations of what is acceptable behaviour. The type of behaviour that is acceptable on a building site may not be acceptable in an office. The best way to learn what is acceptable is to look at how *most* of the people around you behave. You may also see some adults who have unacceptable behaviour. These are *not* the people you should copy if you are hoping for a good report, a reference or even a job in that workplace in the future.

## Appropriate Clothing

When going on an industry visit, work experience or a work placement, you need to dress in an appropriate way. This does not mean that you need to buy expensive, trendy clothing. It means wearing neat, clean clothes which are suitable for that industry. Even working on a building site, where you know you will get dirty, you should start the day with freshly washed clothes.

Acceptable clothing in one industry may be totally inappropriate in another. If you are not sure, ask your teacher, parents or other adult friends what they think would be appropriate *before* you go to the work site for the first day. You only get one chance at making a good first impression!

It is important to 'fit in' at work. If you want to stand out, it should be for your ability to do the job well, not for your clothing or accessories. That's why it is best to keep make-up and jewellery to a minimum.

Some industries have uniforms or safety clothing like steel-capped boots. Even at a work experience or work placement, you will need to wear this clothing. Sometimes these are supplied by the business, like the McDonald's uniform, but sometimes you may need to buy or borrow the required clothing.



## Communicating

The type of language that you use in the playground at school may not be appropriate for an adult working environment. Swearing or foul language from a work experience or work placement student is not acceptable on any work site, even if it is an accepted work practice for paid employees.

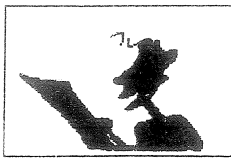
When you talk to the host employer, supervisors and co-workers, you need to use more formal language than you would when you talk to your friends. For example, if someone asked you how you were, you would say, 'I'm well, thank you.' Practise some 'formal' conversations at school, and with your parents or adult friends.

## **What Will My Employer Expect?**

The employer or work supervisor will explain what work they want you to do. Employers will not expect you to be able to do the job as well as the paid employees. They understand that you are there to learn what the industry is about or to practise skills you have learned at school in your vocational courses. Remember to ask someone for help whenever you are not sure exactly what you are supposed to do.

## **Getting along with Others**

The host employer will expect you to behave in a way that is proper and considerate when you relate to others at work. People you have just met and who do not know you well will not want to know your life history. They will expect that you will say hello and maybe have a brief chat about something which is not personal like the weather, the football or some current event.



## Workplace Learning

### Case Studies

Each student below is taking part in a workplace learning program. Make a comment on where they have succeeded and where they need to improve.

- 1) Dena is on her first day at a work experience in an office. She is dressed neatly and appropriately. She is wearing nice make-up and lots of jewellery, which jingles whenever she moves. An employee introduces himself to her and she giggles before replying.

Dena's successes are: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dena needs to improve by: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 2) Patrick is on his second day of a work placement program on a construction site. He is wearing the same clothes as yesterday, and there is a big mud stain on his shorts. Patrick noticed that a lot of the men swore when they spoke. They also called out to girls who walked by. Although it was tempting to join in, Patrick just smiled at them and got on with his task. He'd talk with the other workers, but didn't swear.

Patrick's successes are: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Patrick needs to improve by: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 3) Dale has been going to his work placement for two days every week. His supervisor is happy with his appearance and attitude. Dale is now in his fifth week and has got to know a lot of the people around the office. When he runs out of work, or is just bored, he goes up to the people he knows and starts talking to them about others in the office, what they're wearing, what he heard someone say etc. Whenever he sees his supervisor, he stops and either returns to his task or happily asks for something else to do.

Dale's successes are: \_\_\_\_\_

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Dale needs to improve by: \_\_\_\_\_

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- 4) Audrey is on a one-day visit to a kitchen in a major city hotel. She is neatly presented and is wearing no make-up or jewellery. When she arrives at the site, the assistant chef introduces himself and asks her how her trip into the city was. She replies, 'It was pathetic. The trains were totally stuffed up. Is the rail system always that hopeless?' She then walks past him, calling back, 'So when do I get started? This kitchen looks cool!'

Audrey's successes are: \_\_\_\_\_

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---

Audrey needs to improve by: \_\_\_\_\_

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## 3.7 Training Possibilities

### Vocational Education and Training (VET)

Each work area has a variety of jobs that require different levels of training. Some of the training for a vocational area can take place while you are still at school. The courses that give this training are called VET courses.

School students can gain access to VET courses in Years 11 and 12. This training can either be at school, from a teacher qualified to deliver a VET course, or through a TAFE college. Once you have left school, these courses give credit at TAFE and other training providers for any *units of competency* you have completed. Units of competency are the sections of content in a VET course.

School students can receive training in seven main areas:

- Business Services – Administration
- Retail
- Tourism and Hospitality
- Information Technology
- Primary Industries
- Metal and Engineering
- Construction.

Check with your careers advisor for details of other areas in which training may be available.

### Occupations and Training Levels

The following four levels give you a general idea of what educational standard may be needed to enter your chosen work area. Remember that there are different types of jobs within a work area. If the education level for one job is unrealistic, another job in the same area may be achievable.

#### Education Level 1

These occupations generally require the successful completion of a Year 12 certificate, plus three or more years of full-time study (or part-time equivalent). The Year 12 certificate must be completed with enough marks for entry into the course. Most courses at this level would be done through a university.

## **Education Level 2**

These occupations generally require the successful completion of a Year 12 certificate plus three or more years of part-time vocational study (or full-time equivalent). This study is often undertaken at TAFE.

## **Education Level 3**

These occupations generally require the successful completion of at least Year 10 or equivalent, plus part-time study or on-the-job training. Trade occupations requiring a contract of training or apprenticeship for entry, as well as some clerical jobs, fall into this category.

## **Education Level 4**

These occupations generally do not require specific educational qualifications for entry. Practical expertise or experience may often be more important. As more and more industries develop formal training courses, there are fewer jobs at this level.

## **Getting into a VET Course while at School**

School students need to meet a number of requirements in order to gain access to an accredited VET course. This is to make sure that training is provided to those students who will benefit most. It is not a matter of being the smartest person but of being interested and committed to the training. The requirements are as follows:

1. In NSW, you must be in Year 11 or 12.
2. Your individual plan should include a goal about doing a VET course. It should also state the industry area/s in which you are seeking training. This plan should have been reviewed in the last six months.
3. The selection of this goal should be based on workplace learning experience in the area in which you are seeking training. A workplace learning experience could mean that you have had a successful work experience and/or perhaps part-time work in that industry area.
4. You must have good classroom behaviour and skills that would allow you to learn in an adult learning environment.
5. Your parents/caregivers should support your goal.
6. You should have talked with teachers and perhaps TAFE staff about the industry area you are thinking about. You should discuss whether you have the skills needed to do the course. If you are not quite ready for a course, they will have some suggestions about how you could become ready. Sometimes it might be a good idea to look at another area altogether.

## What Is Successful Work Experience?

Successful work experience is where you have shown:

- some aptitude for the type of work
- interest in the work
- a reasonable level of generic work and social skills.



## Learning in a VET Course

A VET course provides information and skills that are essential in the workplace.

The type of learning provided is called *competency-based training*. This means that you must know, or be able to do, what is required to a *specific standard*. This standard is what is expected by industry for entry-level workers.

Once you know or can do something to the standard expected, that competency can be signed off in your competency record. This document is a record of your achievements.

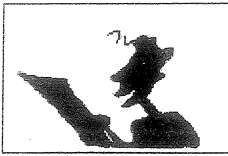
By the end of a course, you should aim to have as many competencies as possible signed off in your competency record. This will be your proof that you have the skills needed for further training or employment in that area.

## Lifelong Learning

Getting a job when you leave school and retiring from that job 40 years later is almost a thing of the past. You can expect that you will not only change jobs, but you could well change whole career paths several times over your working life.

Learning will not stop when you start your first job. It will be the beginning of a whole new stage of learning. You may wish to do some training after you have left school. It is never too late!

**Learning is a  
lifelong process!**



# Training Possibilities

## A. Cloze Passage

Use the words from the box to fill in the blanks in the passage below.

VET	levels	Years	work	credit	access
seven	training	school	teacher	TAFE	providers

Each \_\_\_\_\_ area has a variety of jobs that require different \_\_\_\_\_ of training. Some of the \_\_\_\_\_ for a vocational area can take place while you are still at \_\_\_\_\_.

School students can gain \_\_\_\_\_ to VET courses in \_\_\_\_\_ 11 and 12. This training can either be at school, from a \_\_\_\_\_ qualified to deliver a \_\_\_\_\_ course, or through a \_\_\_\_\_ college. These courses all give \_\_\_\_\_ at TAFE and other training \_\_\_\_\_ for any completed units of competency. Units of competency are the sections of content in a VET course.

School students can receive training in \_\_\_\_\_ main areas.

## B. Areas of VET Training

List the seven areas of vocational education and training that can be studied at school.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## C. Match Up

Match the training levels with the occupations described.

- |         |   |
|---------|---|
| Level 1 | Occupations that generally require the successful completion of Year 10, plus part-time study or on-the-job training.                   |
| Level 2 | Occupations that generally require the successful completion of a Year 12 certificate, plus three or more years' study at a university. |
| Level 3 | Occupations that do not require specific qualifications. Practical expertise and experience is often more valuable.                     |
| Level 4 | Occupations that generally require the completion of a Year 12 certificate plus three or more years of study at TAFE.                   |

## D. What Level Is That Job?

For each job listed, write the training level needed.

- |                          |                          |
|--------------------------|--------------------------|
| Mail-room clerk _____    | Kitchen hand _____       |
| Police officer _____     | Doctor _____             |
| Landscaper _____         | Chef _____               |
| Hairdresser _____        | Plumber _____            |
| Builder's labourer _____ | Car detailer _____       |
| Accountant _____         | Draftsperson _____       |
| Secretary _____          | Shop assistant _____     |
| Flight attendant _____   | Clerical assistant _____ |

## E. Are You Ready?

1) What requirements must you meet before you can apply to do a VET course?

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

f) \_\_\_\_\_

2) List three features of a successful work experience.

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

3) How ready are you for doing a VET course?

\_\_\_\_\_

\_\_\_\_\_

4) What else do you need to do to be ready?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_